DOCUMENT RESUME

ED 081 455 LI 004 463

AUTHOR	Palmer, Roger C.
TITLE	Project Report: Audiovisual Orientation for Freshman, Summer Program.
INSTITUTION	State Univ. of New York, Buffalo. Univ. Libraries.
PUB DATE	6 Sep 73
NOTE	27p.;(0 references)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Audiovisual Aids; Audiovisual Instruction; *Audiovisual Programs; *College Freshmen; *Orientation; Orientation Materials; Program Costs; *School Orientation; Slides; Tape Recordings; *University Libraries

ABSTRACT

A slide tape presentation was devised for use in an orientation program to the State University of New York at Buffalo library for incoming freshmen students. The goals of the audiovisual orientation program are to: (1) indicate the complexity of the university libraries--to show that there are many libraries and that their resources are varied, (2) show that there are many access points to the collections, (3) stress that the library personnel are there to help students so that the library tools and collections can be used most effectively, and (4) attempt to create an atmosphere that suggests to the new students that the libraries care about and want to be a part of their college careers. This project report contains cost analysis figures for the program, reactions to the program, and resultant recommendations for its improvement. The original and final edited scripts for the slide tape orientation program are included. (SJ)

FILMED FROM BEST AVAILABLE COPY

ED 081455

LI 004 463

SUNY AT BUFFALO
University Libraries

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

PROJECT REPORT:
Audiovisual Orientation for Freshmen, Summer Program

Submitted by:

ROGER C. PALMER
Project Coordinator

September 6, 1973

TABLE OF CONTENTS

Section One - Statistical Data

I. Identification

II. Cost Analysis (Slide/Tape System)

III. Cost Analysis (Tour with Professional Librarian)

IV. Cost Analysis (Real Cost of Slide/Tape System)

V. Cost Analysis (Comparison of Librarian Tour with Slide/Tape)

Section Two - Narrative Report

Background

Goals for the Production

Reactions to the Program

General Recommendations for Audiovisual Instruction

Specific Recommendations for Audiovisual Freshman Orientation

Tab A - Original Script for orientation program
Tab B - Final script for orientation
Tab C - Orientation Office letter
Tab D - LOEX (Library Orientation Exchange)
Tab E - North Dakota State University's Library Instruction Program
Tab F - "Library Instruction for the Undergraduate" (article)
Tab G - "Library Orientation in the College and University" (article)
Tab H - "Orienting the Freshman to the Library" (article)

SECTION ONE - STATISTICAL DATA

I. Identification

a. Project title: "Focus" slide/tape orientation tour for incoming freshmen

b. Project Control No.: 6.02/9-6-73(final)

c. Project coordinator: Roger C. Palmer

d. Project staff: Paul Souter, photographer (ICC)
James Santella, narrator

e. Sponsor: SUNY at Buffalo
Lockwood Memorial Library
Public Services

f. Completion date: 9 June 1973

g. Starting date: 4 October 1972

h. Use (duration): 18 July - 24 August 1973

i. Audience:

(1) Incoming freshmen (projected)
Request from Orientation Office, Norton -
Wednesday mornings, 4 groups x 40 students = 160
Friday mornings, 4 groups x 40 students = 160

Weekly projected: 320

6 weeks x 320/wk. = total projected 1920

Incoming freshmen (actual)
Average per week (Wednesdays, Fridays) = 130
Total for 6 weeks = 780

(NB: Tours were voluntary rather than required and occurred on the morning of the second and last day of the orientation program.)

(2) Incoming graduate students in Architecture
1 group x 40 students (actual) = 40

(3) ALSUNYAB members
1 group x 40 members (actual) = 40

(4) Library School students
1 group x 50 students (actual) = 50

Total viewing audience = 910

j. Equipment acquisitions for this project:

Wollensak 2547AV recorder/slide sync	$ 321.00
Kodak Ektagraphic projector, AF-2	155.00
Versatol Da-Lite screen, 60 x 60	39.00
Total	$ 515.00[1]

k. Slide and other photographic expenses:

Slides	$ 50.00
Misc. photographic expenses	-
Total	$ 565.00

l. Total cost of "j" and "k": $ 565.00

m. On-duty time for project by coordinator: 35 hours

n. Off-duty time for project by coordinator: 150 hours[2]

o. On-duty time for project by photographer: 25 hours[3]

p. Off-duty time for project by narrator: 1 hour[2]

q. Total time for project: 211 hours

r. Student assistant time used for showings:

Freshmen = 6wks. x 4 hrs./wk. =	24 hours
Architecture students = 1 show x 1/2 hr. =	.5 hours

s. Professional time used for showings:

ALSUNYAB = 1 showing x 1 hour =	1 hour
Library School = 1 showing x 1 hour =	1 hour

1. Equipment was ordered for this project but will be available for use in other related projects.
2. Off-duty time will not be used in computing final costs.
3. Costs for this item are included in Sec. Ik.

II. Cost Analysis (Slide/Tape System)

a. Professional time computed on basis of gross salary of Project Coordinator, Roger C. Palmer.

Gross: $9500.00/yr. ÷ 52 wks. = $182.69/wk. ÷ 37.5 hrs./wk. = $4.87/hr.

Fringe benefits: $9500.00/yr. x 27.2% = $2584.00/yr. ÷ 52 wks. = $49.69/wk. ÷ 37.5 hrs./wk. = $1.32/hr.

Total cost per hour to library: $4.87 + $1.32 = $6.19/hr.

b. Student time: $1.75/hr.

c. Equipment: $515.00 ÷ 1826.25 days (5 yr. depreciation) = $.281 = $.28/day.

d. Slides: $50.00.

e. Total costs:

Professional time:	$6.19 x 37 hrs.	= $229.03
Student time:	$1.75 x 24.5 hrs.	42.87
Equipment:	$ .28 x 12 days	3.36
Slides:	ICC Bill - $50.00	50.00
	Total	325.26

f. Cost per viewer:

(1) Cost per viewer for all viewers: Total cost = $325.26 ÷ total audience, 910 = $.357 = $.36 cost per viewer.

(2) Cost per student viewer (excluding ALSUNYAB): $325.26 ÷ 870 = $.373 = $.37 cost per student viewer.

(3) Cost per freshman viewer: $325.26 ÷ 780 = $.417 = $.42 cost per freshman viewer.

III. Cost Analysis (Tour with Professional Librarian)

a. Professional time computed on basis of average salary of reference librarians (excluding Head of Department).

Gross: $12,195 ÷ 52 wks. = $234.51 ÷ 37.5 hrs./wk. = $6.25/hr.

Fringe benefits: $12,195 x 27.2% = $3317.04 ÷ 52 wks. = $63.78/wk. ÷ 37.5 hrs./wk. = $1.70/hr.

Total cost per hour to library: $6.25 + $1.70 = $7.95/hr.

b. Cost per freshman under this system:

Total cost = 24 hrs. (4 hrs./wk. x 6 wks.) x $7.95/hr. = $190.80 ÷ 780 (total freshmen) = $.244 = $.24 per freshman student.

[NB: Tour described above was not used this year, figures are for comparison purposes only.]

IV. Cost Analysis (Real Cost of Slide/Tape System)

Real cost makes following alterations in cost reporting:

1. Cost of professional time is reduced from 35 hours to 15 hours. This is done because the actual time to produce the presentation used this summer can be accomplished in 15 on-duty hours. The other 20 hours was used for non-recurring duties related to an audiovisual program but not directly related to the preparation of the program used this summer.
2. Slides prepared for the summer program will be re-used for four additional programs over the coming three years, Cost of slides for this program should be computed at the rate of 20% of total cost, $10.00.

a. Projected real cost of future slide/tape programs:

Professional time (preparation): 15 hrs. x $6.19/hr. = $92.85.

Student time: 24.5 hrs. x $1.75/hr. = $42.87.

Equipment: 12 days x $.28/day = $3.36.

Slides: $10.00 (existing slides) + $10.00 (additional slides) = $20.00

Total $159.08

b. Real cost per freshman viewer:
$159.08 (real total cost) ÷ 780 (freshmen) = $.203 = $.20 per freshman viewer.

V. Cost Analysis (Comparison of slide/tape with guided tour)

Guided tour (from III b) = $.24 per freshman, slide/tape real cost (from IV b) = $.20 per freshman.

Net savings to Libraries in real cost: $.04.

SECTION TWO - NARRATIVE REPORT

BACKGROUND

During the interview of Roger C. Palmer by the Search Committee of the Lockwood Reference Department in the summer of 1972, Marianne Goldstein (Reference Librarian, LML) asked a series of questions of the candidate concerning his philosophy and competence in the use of audiovisual processes for library instruction. Subsequent conversations between the candidate and Mary B. Cassata (Assistant Director for Public Services) indicated a willingness and ability on the part of the candidate to develop audiovisual instruction programs for the libraries.

In September 1972 Mr. Palmer joined the staff of Lockwood Reference and was asked to begin work on a program that could be used with groups requiring a tour of Lockwood. By October 4, 1972 Mr. Palmer had recommended a slide/tape method of presentation. Letters were sent on that date to directors of faculty libraries, heads of unit libraries, and heads of departments asking for recommendations of people to serve on a committee to approve a script for the program.

The script was completed (see Tab A) and approved on November 29, 1972 by a committee composed of Carol Goodson (Reserve), Martha Manning (HSL), John Vasi (Amherst Planning), and Constance Wang (Technical Services).

Further work on the project was suspended until requisitions for appropriate equipment could be approved. Purchase orders were processed February 2, 1973 and needed equipment arrived in April. ICC was contacted on April 5 and supplied a photographer, Paul Souter, on that date.

During April and May several hundred slides were taken in the various units of the Libraries. Concurrently, the script for the program went through several revisions as ideas for photographs, music, and narration evolved.

The final script (see Tab B) was ready on June 4 so that final production could be completed by June 6. Preview of the finished production was provided for the Director of Libraries, the Assistant Director for Public Services, and additional staff on June 15.

The program was used throughout the Freshman Orientation period, July 18 - August 24, 1973.

GOALS FOR THE PRODUCTION

In the cover letter that accompanied the completed script (see Tab B), the following goals were stated:

1. Establish in the mind of the new student that the University Libraries are complex. Since most freshmen will be recent high school graduates, they will be familiar with one-room school libraries and with public libraries housed under one roof. This presentation will show that the Libraries at this University are many and their resources are varied.

2. Indicate that many access points to the collections are provided.

3. Stress that the Libraries provide people to help use the tools so that the collections may be tapped effectively.

4. Attempt to create an atmosphere that suggests to the new student that the Libraries care about his future and want to be part of it.

Tempering the goals was the recognition that "since instruction in the use of specific tools or procedures would be unproductive at this point [during the summer months prior to the active use of the Libraries by freshmen], the presentation was made" [with the goals listed above] "in mind."

REACTIONS TO THE PROGRAM

In terms of the stated goals, the program fulfilled its function. The script adequately covered the four goals and did not attempt specific instruction for tools or procedures.

Reactions to the program varied. A copy of the script was sent to John Buerk, Director of Orientation, and he stated that the program was "well organized and should be very helpful" (see Tab C). While freshmen reacted positively to the program, some of the student guides felt that "it should stress information on how to use the Libraries." Some of the staff felt that the modern music was offensive (Fred Henrich), others felt there should be more of it (Susanne Kahle).

The general concensus from staff and students seemed to be that it was a good first attempt at audiovisual instruction.

There are several advantages of the slide/tape system over the conducted tour.

SLIDE/TAPE	CONDUCTED TOUR
1. Students view a carefully prepared and standardized program.	1. The quality of the tour is subject to the vagaries of the individual giving the tour, the mood of the people in the departments visited, and the availability of qualified personnel to lead the tour.
2. Students are given an overview of the entire University Libraries system.	2. Emphasis is placed on only one of the Libraries of the system.
3. Students are given the slide/tape presentation in pleasant surroundings.	3. Students are herded through the nooks and crannies of four stack levels, three floors, and several departments.
4. All students can easily hear and see all of the program.	4. Usually only those nearest the tour conductor can hear and see the tour highlights.
5. Careful planning and the fact that the entire tour takes place in only one physical location make it possible for a fifteen-minute presentation. As a consequence, a high level of interest in the presentation can be maintained.	5. The constant need to change physical locations requires a thirty to forty-five-minute presentation. This factor coupled with poor viewing and hearing decrease the interest in the tour.
6. The Libraries need only the services of trained student assistants to operate the equipment.	6. Professional librarians, in short supply during summer months, have to be used for the tour.
7. A high-quality and consistent program can be designed at a reasonable cost.	7. Neither quality nor consistency can be guaranteed but the high cost of this method is always consistent and guaranteed.

The chief disadvantage of the slide/tape system in comparison with the conducted tour is that the former does not make available a professional librarian to answer questions.

GENERAL RECOMMENDATIONS FOR AUDIOVISUAL INSTRUCTION

1. An overall plan should be designed to establish the place of audiovisual instruction in the Libraries. Tabs E - H should be required reading for those involved in the design.

2. SUNYAB should become part of the Library Orientation Exchange (LOEX) data bank that has been organized by Eastern Michigan University (see Tab D).

SPECIFIC RECOMMENDATIONS FOR AUDIOVISUAL FRESHMAN ORIENTATION

1. Preparation for an orientation program for 1974 should be organized by UGL and work should begin by mid-November.

2. Consideration should be given to the idea of including instruction in procedures and the use of tools (see Tab H, p. 393).

3. Narration of tapes should be done by students rather than professional narrators (see Tab E, p. 1).

TAB A - Original script for orientation program

SCRIPT--THE UNIVERSITY LIBRARIES

	Visual	Narration Idea
1.	Main Title: THE UNIVERSITY LIBRARIES (SUNYAB symbol)	BG Music: Respighi, Pines of Rome (Villa Borghese).
2.	"Great nations write their autobiographies in three manuscripts, the book of their deeds, the book of their words, and the book of their art." --Ruskin	BG music, con't. Fade to: Respighi, "The Pines near a Catacomb" continue this until further notice.
3.	LS, EXT: Lockwood Library.	An academic library is several libraries at once.
4.	CU: student working in Poetry Room.	It is a public library in that it serves the campus community as a general intellectual and cultural facility.
5.	MS: student and reference librarian working with indexes.	It is a school library in that it is geared toward an instructional program, providing students with assistance in completing course assignments.
6.	MS: Librarian working at computer terminal, HSL.	It is a special library in that it meets the very specialized information and resource needs of graduate students and faculty who are engaged in advanced research.
7.	Montage: Photos of circulation, technical services, archives, art, etc.	The great problem faced by an academic library is not so much that its tasks are unique, but that its tasks are so many, and its clienteles are so diverse. Music fade...

8. LS, EXT, AERIAL: L'L.	BG Music up and mod: Bach, Brandenburgische Konzerte 6-B dur(use Telefunken, Das Alte Werk). The University Libraries of the State University of New York at Buffalo consist of Lockwood Memorial Library, which houses the system's principal collection of social sciences and humanities materials,...
9. LS, EXT: Capen.	three faculty libraries, including Health Sciences,...
10. LS, EXT: SEL.	the Science and Engineering Library and...
11. LS, EXT: Law.	the Law Library.
12. Montage of the three libraries with labels under picture of each.	Music up and mod.
13. LS, EXT: Music (Baird).	The remaining units of the system are the Music Library,...
14. MS: Student checking-out book at Art.	the Art Library in Harriman Hall, ...
15. CU: student retrieving a math book at RL.	the Ridge Lea Library, which houses much of the University's math, geography, and psychology materials, and...
16. CU: Assigned reading list in a student's hand.	the Reserve Library in Harriman.
17. Map of Main Street Campus with location of various libraries indicated.	The libraries are located on the Main Street campus... Music up and fade.
18. Map of Buffalo with Law, Bell Science, Archive, RL, etc. indicated.	and at some distance from this campus. Music fade...

19. MS: Overflowing stacks.	Pick up Thunderclap Newman's song "Something in the Air" when he sings "We have got to get it together, now." (Strawberry Statement) fade into "Pocket Band" The libraries are overcrowded.
20. LS: Stacks holding current periodicals.	The libraries have combined holdings in excess of 1.3 million volumes and include well over 20,000 different periodical titles, as well as government documents,...
21. MS: Students using microfilm equipment.	microforms, pamphlets, manuscripts,...
22. MS: Student using map at Bell.	maps, scores, and...
23. MS: Student using phono equipment at Music.	phonograph records.
24. Black frame.	Much of the growth of the Libraries has occurred since the University of Buffalo was absorbed into the State University of New York in 1962.
25. Bar graph showing growth of collection since 1962, use '72 Annual Report, p. 38.	The collection has more than tripled in ten years.
26. MS: Technical services.	The staff has been more than doubled.
26. Line graph showing budget increase over ten year period.	The budget has increased sevenfold, from slightly under $500,000 in 1962 to more than $3,500,000 in 1972.
27. 2 slide shows students packed into Norton lobby other half is a picture of a book sign-out card.	The student enrollment has grown from 15,000 to more than 25,0000 while circulation has gone from 164,000 volumes to nearly 600,000 volumes per year. Music fade...

28. MS: Card Cat at LML.

Music: Smetana, The Moldau
The card catalog in the Lockwood Annex is a limited "union" catalog which lists the University Libraries' books and many of its microfilms and gives the call number by which they may be located. It does not list periodicals.

29. Duplicate slide.18.

The term union means the catalog lists not only materials housed at Lockwood but also materials located in other SUNYAB libraries.

30. CU: author card with arrow pointing to main entry.

It is limited in that non-Lockwood materials are represented only by an author or main entry card.

31. MS: SUNYAB Union List of Serials

A SUNYAB Union List of Serials is located near the card catalog in the annex. It lists all the periodical and serial publications contained in all University Libraries of SUNYAB.

32. CU: Union list entry with arrows pointing to title, volumes, years, physical location.

The list, arranged alphabetically by title, indicates volumes, years, and physical location of each title; it is updated monthly.

33. MS: Government docs. room.

Lockwood has a government documents collection. Since 1963 the University has been a U.S. Government Documents depository. The principal collection of microform material is also housed here along with newspaper indexes.

34. MS: Joyce pictures in Poetry.

The poetry collection is wholly devoted to Twentieth-Century poetry in English and in translation. It contains some 40,000 volumes, ms, [illegible]

35. CU: Display case on balcony.

The collection is internationally known for its importance in the field of James Joyce, Robert Graves, Dylan Thomas, and William Carlos Williams.

36. duplicate slide 2.

The University Libraries provide wide-ranging resources in support of the complex academic programs at SUNYAB.

37. Photo of Users Guide, annual report, bibliographies, etc.

This filmed program touches only a few of the highlights. Detailed information on the library system is available in the Users Guide. Specialized bibliographies have been prepared in many subject areas and are available in the units for which they were prepared.

38. Reference librarians working with students at desk.

~~The most imporatnt key to the collection is the reference librarian. They are anxious to make sure that your use of the collections will be enjoyable and productive.~~

The University libraries provide several people who make the collections available. The reference staff is one of your most important keys to the collection ensuring that

TAB B - Final script for orientation

[revisions 2-6 have been omitted]

State University of New York at Buffalo

REFERENCE DEPARTMENT LOCKWOOD MEMORIAL LIBRARY

THE UNIVERSITY LIBRARIES

June 6, 1973

Mary B. Cassata, Ph. D.
Assistant Director for Public Services
SUNYAB University Libraries
Buffalo, New York 14214

Dear Dr. Cassata:

Attached is the final working script for the A-V Orientation to the Libraries. The program will be presented to incoming freshmen this summer. In order to place the script into proper perspective, the following should be noted:

SCOPE OF AUDIENCE

Freshmen not familiar with the University will be viewing this presentation in the summer months prior to their use of the libraries as active students.

GOALS FOR THE PRODUCTION

• Since instruction in the use of specific tools or procedures would be unproductive at this point, the presentation was made with the following goals in mind:

1. Establish in the mind of the new student that the University Libraries are complex. Since most freshmen will be recent high school graduates, they will be familiar with one-room school libraries and with public libraries housed under one roof. This presentation will show that the Libraries at this University are many and their resources are varied.

2. Indicate that many access points to the collections are provided.

3. Stress that the Libraries provide people to help use the tools so that the collections may be tapped effectively.

4. Attempt to create an atmosphere that suggests to the new student that the Libraries care about his future and want to be part of it.

Sincerely,

Roger C. Palmer

ROGER C. PALMER
Coordinator, Public Services Audio-Visual Resources

RCP/p

SEQ. #	VISUAL DESCRIPTION	NARRATION	MUSIC	TIME
0	FOCUS slide w/ PCN 6.02/9-6-73			
1	BLACK slide		Up, Copland, "An Outdoor Overture" Columbia MS 7375	
2	Lockwood, LS, 25mm			
3	Lockwood, LS, 55mm		Moderate above	
4	Lockwood, LS, 135mm	An academic library is several libraries at once.		
5	LML, Main Reading Room, avail. light from balcony	It is a public library in that it serves the campus community as a general intellectual and cultural facility.	as above	
6	LML, Reference Desk sign w/ librairan at work in b/g	It is a school library in that it is geared toward an instructional program, providing students with assistance in completing course assignments.	as above	
7	HSL, Librarian at computer terminal, MS, avail. light	It is a special library in that it meets the very specialized information and resource needs of graduate students and faculty who are engaged in advanced research.	as above	
8	HSL, as above, CU of keyboard		fade out	
9	LML, Circulation area, MS, av. light	The great problem faced by an academic library is not so much that its tasks are unique, but that its clienteles are so diverse.	---------	
10	LML, Tech. Serv., LS, av. light			
11	LML, Tech. Serv., LS, vert. "			

SEQ. #	VISUAL DESCRIPTION	NARRATION	MUSIC	TIME
12	LS, buildings lining sidewalk as seem from Foster looking toward SEL, WA	The SUNY-Buffalo Libraries are located in a variety of locations in the Buffalo area.	Copland, "Our Town" Columbia MS 7375	
13	LS, Tower	Soon to be housed in the Tower complex on the Main Street Campus is the Health Sciences Library which provides service to students and researchers in the health related professions.	as above	
14	LS, SEL	Serving the needs of those working in the fields of engineering and the physical and natural sciences is the Science and Engineering Library.	as above	
15	Artist rendering, Law Library	Law is the first of the libraries to occupy space on the new Amherst campus.	as above	
16	LS, Harriman	The Harriman building provides space for three collections.	as above	
17	MS, Har. Reserve, student ordering materials, av. light	Materials placed on reserve in the humanities or social sciences are available from the Reserve Library.	as above	
18	CU, Bookstacks	Also in Harriman is the Library Science Lab which collects materials in support of the graduate program for the School of Information and Library Science.	fade OUT	
19	CU, Picasso eye		UP, Glazunov, The Seasons Op. 67, +¼-s1 London CS6509	
20	CU, Picasso painted eye			
21	CU, Picasso eye			
22	CU, Picasso painted face			
23	CU, Picasso face			

SEQ. #	VISUAL DESCRIPTION	NARRATION	MUSIC	TIME
24	CU, Picaaso painted face		as above	
25	CU, Picasso face		as above	
26	LS, B&W, Picasso, full-body laughing		moderate music	
27	MS, Music Library, student studying in front of Picasso display, avail. light	Collections dealing with the history of Art and Architecture as well as materials for urban planning are housed in the Harriman Art Library,	Glazunov, OUT	
28	MS, Art Library, lounge, av.		Moderate, Morton Feldman, "Piece for Four Pianos" Odyssey 32160302	
29	MS, Music Library, Phono equip. w/ student using same, av.	Music materials that include more than 40,000 scores and 5,000 recordings are available in the Music Library at Baird Hall.		
30	MS, Music Library, checkout, av.			
31	MS, Display case, Music Lib., av.		UP, Feldman	
32	as above			
33	as above		FADE	
34	Diefendorf Annex, UGL, MS	Other branches include a new undergraduate library,,	UP, Copland, Appalachian Spring, moderate RCA LSC-2401	
35	MS, RL, girl studying near window, av.	special collections in math, geography, and social sciences at the Ridge Lea campus Library,		
36	use ML, stack slide	and collections of UB doctoral dissertations, maps, and general book storage facilities at Bell Annex.		
37	MS, display case, Poetry, av. MR in b/g		UP	
38	as above		as above	

SEQ. #	VISUAL DESCRIPTION	NARRATION	MUSIC	TIME
39	as prev. pg.	A world-renowned collection of twentieth-century poetry in English and in translation is housed in Lockwood.	moderate	
40	as above		UP	
41	MS, gov't docs on window sill	The Documents and Microforms Department serves two important functions. It makes documents from the U.S. and other governments available...	moderate	
42	CU, B&H microfiche enl.	and it houses one of the world's largest collections of microform materials.	as above	
43	MS, as above		UP	
44	LS, as above		OUT	
45	LS, LML, ext.		Diamond, "Done too Soon"	:08
46	Stack sequence		Uni US 1185	:22
47	"			"
48	"			"
49	"			"
50	"			"
51	"			"
52	LML, zoom-out sequence			:15
53	"			"
54	"			"
55	"			"

SEQ. #	VISUAL DESCRIPTION	NARRATION	MUSIC	TIME
56	as prev. spec.			"
57	LML, stack/student sequence			:25
58	"			"
59	"			"
60	"			"
61	"			"
62	LML, aerial view sequence			:20
63	"			"
64	"			"
65	"			"
66	Black slide	The libraries have holdings in excess of 1.3 million volumes and a represenation of more than 20,000 periodical titles.	----------	
67	CU, student using USERS GUIDE	Help in using the collections is provided in a variety of ways. USERS GUIDES are prepared which explain library holdings, methods employed to classify those holdings, lending procedures and library services.	UP, Copland Appalachian Sp f¼- moderate	
68	MS, card catalog w/student, av.	Card catalogs indicate where materials are located and can be used when the author, title, or subject are known.	as above	
69	CU, computer p/o	Computer listings, updated monthly, show the libraries' current holdings of magazines and journals.	as above	

SEQ. #	VISUAL DESCRIPTION	NARRATION	MUSIC	TIME
70	Index area, librarian working w/student, av.	Students and visitors are urged to take advantage of the services of the professional Reference librarians. They are the best source of information on how the library collections can be most profitably used.	as above	
71	as above, CU		"	
72	MS, LML, Reference desk			
73	Student working in library, MS	**The Libraries play a key role in the activities of the University community. They provide the foundation upon which new discoveries, new patterns of thinking are based. As you begin your search know that we are anxious to help.**	as above	
74	as above		as above	
75	Credit slide, photography by Paul Souter		as above	
76	Student working in library, MS		as above	
77	Credit slide, Narrated by James Santella		as above	
78	Student working in library, MS		as above	
79	Credit slide, Conceived by Roger C. Palmer		as above	
80	UB SYMBOL		fade	

THE FOLLOWING TABS HAVE BEEN OMITTED FROM THE ERIC VERSION.

TAB C - Orientation Office letter

TAB D - LOEX (Library Orientation Exchange)
Details are available from:
College & Research Libraries News,
No. 8, Sept. 1972, p. 221.

TAB E - North Dakota State University's Library Instruction Program.
Available from:
Michael M. Miller
Instructional Services
North Dakota State University Library
Fargo, North Dakota 58102

TAB F - "Library Instruction for the Undergraduate", Barbara H. Phipps, College & Research Libraries, Sept. 1968, pp. 411-423.

TAB G - "Library Orientation in the College and University", Verna V. Melum, Wilson Library Bulletin, Sept. 1971, pp. 59-66.

TAB H - "Orienting the Freshman to the Library", F. Eugene Gattinger, Canadian Library, Mar. 1965, pp. 390-394.